$$\left(\begin{array}{l}\text{September to December, 1929.}\\ \text{January to March, 1930, overseas.}\end{array}\right)$$

Parents' National Educational Union.

The Parents' Union School.

(*Address :* The Director, Parents' Union School, Ambleside.)

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(Dean Colet.)

FORMS VI. & V.

Pupils' Names...

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Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-). (*a*) pp. lxxxviii.-cxii.; (*b*) *Psalms* 90-150, pp. 365-378; (*c*) *Romans*, pp. 854-888; (*d*) *The Life of Christ in the Four Gospels*, arranged by Rev. A. E. Hillard, D.D. (Rivingtons, 3/-), pp. 1-70; (*e*) *The Saviour of the World*, Vol. I. (P.N.E.U. Office, 3/-), pp. 1-52, with Bible text (see Index) and notes from "Dummelow."

For Sunday reading (optional) :

VI. & V. *Aggrey of Africa*, by Edwin W. Smith (S.C.M., 7/6). Tolstoi's *Tales and Parables* (Dent, 2/-).

VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 136-197. *A Short History of our Religion*, by D. C. Somervell (Bell, 5/-), pp. 101-211. *Science and the Unseen World*, by Prof. Eddington (Allen & Unwin, 1/6). *Christ and Society*, by Bishop Gore (Allen & Unwin, 4/6, at end of August, 2/6 edition). Browning's *Death in the Desert*; Tennyson's *In Memoriam*.

V. Stanley's *Sinai and Palestine* (Murray, 4/-), pp. 1-62. *Christian Beliefs and Modern Questions*, by Canon Quick (S.C.M., 2/6). Francis Thompson's *Hound of Heaven* (Methuen's Anthology); Tennyson's *Holy Grail*;

† The 115th term of work set since the Parents' Union School began.

Browning's *Christmas Eve and Easter Day*. *Victorian Worthies*, by G. H. Blore (Oxford Press, 7/6). Masterman's *Sunday Collects* (S.P.C.K., 3/6).

Composition.

VI. & V.* (See Abbott & Seeley, Part II.) A good *précis*. Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally, write verses, *these must scan* (see Abbott & Seeley, Part III.). The daily "reports" also come under this heading. *Third Leaders from the Times* (Arnold, 2/6) will be found useful.

English Language.

Both Forms, parse and analyse every week.

VI. & V.* *English Lessons for English People*, by E. A. Abbott & J. R. Seeley (Seeley, 5/-), (VI.), pp. 190-216, (V.), pp. 96-125, with questions set.

VI. *The Art of Reading*, by Sir A. Quiller-Couch (Cambridge Press, 5/-), pp. 1-106.

V.* *The Art of Writing*, by R. L. Stevenson (Chatto & Windus, 1/6). (Trench will be continued next term).

Literature (Books set should be used also for holiday and evening reading).

VI. & V. (a) Euripides' *Alcestis* (Vol. II.. Dent, 2/-).
VI. (b) Samuel Butler's *Erewhon* (Jonathan Cape, 3/6).
(c) Thackeray's *Pendennis* (2 vols., Nelson, 1/6 each).
(d) Meredith's *Diana of the Crossways* (Constable, 5/-).
(e) Dowden's *Life of Browning* (Dent, 2/-). (f) Browning's *Poems* (Dent, 2 vols., 2/- each): *Paracelsus*, etc. (g) *Classical Studies*, by J. W. Mackail (Murray, 7/6), Nos. 1, 5, 6, 7, 8 and 9. (h) *Come Hither*, by Walter De la Mare (Revised Edition, Constable, 10/6). (i) *Oxford Book of English Verse* (Oxford Press, 8/6).

V.* (b) Shakespeare's *Macbeth* (Blackie, 6d.). (c) Thackeray's *The Newcomes* (Nelson, 2 vols., 1/6 each). (d) Meredith's *Evan Harrington* (Constable, 5/-). (e) Carlyle's *Essay on Burns* (Oxford Press, 9d.). (f) Read from Browning's *Poems*, Vol. I. (Dent, 2/-). (g) Lockhart's *Life of Scott* (Dent, 2/-). (h) Stevenson's *Travels with a Donkey* (Chatto & Windus, 1/6). (i) *Anthology of Modern Verse* (Methuen, 2/6). (j) *The Book of English Poetry* (Jack, 7/6), contemporary poets (1880-1920): Tennyson, Browning, etc. For reference only, *English Literature*, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly; learn a hundred lines of poetry; be able to give some account of what you have read in each book, with sketches of the chief characters.

English History.

VI. *British History in the Nineteenth Century*, by G. M. Trevelyan (Longmans, Green & Co., 12/6), pp. 309-424.

V.* *A Short History of Great Britain since 1714*, by R. B. Mowat (Oxford Press, 3/6), pp. 637-753 (1880-1927), or, better, take VI. work.

General History.

VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald & Evans, 15/-), pp. 220-263. Warde Fowler's *Rome* (Butterworth, 2/6). Read from *Modern History, 1750-1925*, by H. W. Hodges (Blackie, 7/6), pp. 230-357 (1800-1925), contemporary history only.

V. *Ancient Times*, pp. 295-376 (700-445 B.C.). *Medieval and Modern Times*,* (1880-1924), contemporary history only from pp. 697-805 (1927 edition).

VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9; leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. Smith's *Classical Dictionary* (Dent, 2/6). *A Classical Atlas* (Dent, 2/6).

Every-Day Morals and Economics.

VI. Plato's *Trial and Death of Socrates: The Apology* (Macmillan, 3/6). *The State and the Nation*, by Edward Jenks (Dent, 4/6), pp. 1-118.

V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 1-32. Ruskin's *Crown of Wild Olive* (Allen & Unwin, 2/-).

Geography.

VI. *Roman Britain*, by R. Collingwood (Oxford Press, 2/6). *The Other Side of the Lantern*, by Sir F. Treves (Cassell, 3/6), pp. 215-319. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 114-225.

V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 116-142, with *Ambleside Geography Book V.* (Kegan Paul, 5/-), pp. 173-209: America, Canada. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 163-222, Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 286-347. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 77-88: Philips' *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.

VI. & V. *The World-Wide Atlas* (Johnston, Edinburgh, 15/-). Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

General Science.

VI. *Britain's Heritage of Science*, by Prof. A. Schuster and Sir Arthur Shipley (Constable, 7/6), pp. 229-319. *The Nature of the Physical World*, by Prof. A. S. Eddington (Cambridge Press, 12/6), pp. 1-110.

V. *Scientific Ideas of To-day*, by C. R. Gibson (Seeley, 6/-), pp. 230-257. Geikie's *Geology* (revised 1915, Macmillan, 7/6), pp. 276-322. Some account of the geology of your neighbourhood, showing sections. *The Ordnance Survey Geological Map of the British Isles* (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6). [C.S.C. 2nd year's work only. V.* *Elements of Natural Science*, Part I., by W. B. Smith (Arnold, 5/-), pp. 108-160, instead of Geology.]

Biology, Botany, etc.

VI. *The Study of Animal Life*, by J. Arthur Thomson (Murray, 7/6), pp. 1-47. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 1-44.

V. *Botany*,* by D. Thoday (Cambridge Press, 7/6), pp. 14-87, and 219-238. [2nd Year C.S.C. only: *Applied Botany*, by J. S. M. Ellis (Hodder & Stoughton, 4/6), pp. 156-240]. For suggestions for out-door work: Dr. Caver's *Botany** (University Press, 8/6) will be found useful, see questions following chapters x., xi., xxvi., xxvii. (ecology, roots, conifers).

Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note-Book* with flower and bird lists (P.N.E.U. Office, 2/3). For out-door study, *Spore Dispersal among Fungi* (S.N.S.U. Leaflet, No. 36, 2½d.).

Astronomy.

VI. *The Vault of Heaven*, by Sir Richard Gregory (Methuen, 6/-), pp. 135-193, *or*, work with V.

V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 192-253 (chapters ix., x., xi., and first half of xii.). Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations visible. *Stars at a Glance* (Philip, 1/6).

French.

VI. & V.* *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 51-60. Take a French paper (list can be obtained from Hachette). *Le Gendre de M. Poirier* (Hachette, 1/4).

VI. *Ruy Blas*, by Victor Hugo (Nelson, 2/-). *The Oxford Book of French Verse* (Oxford Press, 8/6).

V.* *A Book of French Verse* (Oxford Press, 4/-), learn two poems. *Le Petit Chose*, by A. Daudet (Harrap, 2/-).

Latin.

VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 3-15; 118-121; 134 and 135. *Limen*, Part II. (Murray, 2/6), pp. 268-279; 173-207. *A Book of Latin Poetry* (Methuen, 2/-). Horace's *Odes*, I. (Macmillan, 2/-), Nos. 25-38.

V.* *Limen* (Murray, 2/6), pp. 1-95, or, (second year), pp. 173-207. Virgil, *Æneid VII.* (Macmillan, 2/-), lines 1-273. *Dies Romani*, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

VI. & V. *A Public School German Primer* (Macmillan, 4/-), VI.: revise pp. 102-130; 255-256. V.: pp. 25-37 inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).

VI. Scheffel's *Der Trompeter von Säkkingen* (Harrap, 2/-).

V. Storm's *Immensee* (Hachette, 8d.).

Italian (in preference to German).

VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 5/-): (VI.) read from Part II., using Part I. and Appendices for studies in Grammar, (V.) lessons 19-23, inclusive. *Italian Irregular Verbs* (Hachette, 1/-). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).

VI. Read six cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Le Mie Prigione* (Hachette, 2/6).

V. *Cuore* (Hachette, 3/6).

Arithmetic.

VI. & V.* Pendlebury's *New School Arithmetic*, Part II. (Bell, 3/6), pp. 306-315, 320-321, 323-328, 411-414; *or*, (2nd year), pp. 316-317, 322, 330-332, 335-339.

Geometry and Trigonometry.

VI. & V.* *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 232-252, *or* (2nd year), pp. 270-277, and revise section V. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-). [2nd year C.S.C. *Numerical Trigonometry*, Part I., by A. W. Siddons and R. T. Hughes (Cambridge Press, 1/9), chapters 3 and 4].

Algebra.

VI. & V.* *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 219-223, 240-244, 250-254, *or*, (second year), 345-362, 385-394.

Art Studies.

VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters xv.-xix. inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. I. (Batsford, 6/-), chapter i.

V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters xxix. and xxx. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 228-261. For reference : *Styles of Architecture*, by A. Stratton (Batsford, 1/6).

VI. & V. Six reproductions of works by Vermeer* (P.N.E.U. Office, 2/- the set), see September *P.R.*

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 194-206, with practice of previous exercises. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Musical Appreciation.

VI. & V. Bach: see article in August *P.R.* *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). Parry's *Studies of Great Composers*. *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

Music.

VI. & V.* (a) *Studies of Great Composers*, by Sir C. H. Parry (Routledge, 6/-): Beethoven. (b) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6). (c) Pollitt's *The Enjoyment of Music*. (d) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term ; see preface. (e) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6). (f) *Beethoven's Pianoforte Sonata in C Major*, Opus 2, No. 3, Universal Ed., No. 4012 (Curwen, 9d.).

Singing.

Two French songs ; two Italian songs or two German songs. Two National or Folk Songs,* direct from Novello & Co. (2d. each), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6). Songs from Bach's *Christmas Oratorio* (Novello, Parts I. and II., 1/6, or complete 3/-).

Drill, etc.

A Manual of Free-Standing Movements, by H. D. Hassum (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Ex-students take House of Education Drills. Six Country Dances : music and Instructions, price 6d. each dance (direct from Novello), or, *The Country Dance Books*, Parts i.-vi. (Novello, 4/- each ; tunes 2/6 each). Hockey ; Lacrosse.

Work : Arts and Crafts.

Drawing, Design and Craftwork,* by F. J. Glass (Batsford, 12/-) : studies of form in nature ; animals, trees, plants, from memory, pp. 26-83. *The Basis of Design*,* by Walter Crane (Bell, 10/-), pp. 302-373. Pewter Work : see Glass, pp. 211-217 (1927 edition), and *Pewter Work*, by J. S. Reeve (Dryad, 1/6). Beautiful lettering from *Lettering for Schools*, by M. Judson (Dryad, 3/6). Studies of animals : *Animal Drawing and Anatomy* by Edwin Noble (Batsford, 10/6). Help in a Christmas entertainment for poor children. Make Christmas presents. Valuable suggestions will be found for the teaching of all Handicrafts and Drawing in the following ; *Applied Art*, by Pedro J. Lemos (Batsford, 28/-).

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Do some definite house and garden work. *Practical Housecraft* : (1) *Housewifery*, (2) *Laundry*, (3) *Cooking* (Longmans, 6d. each). *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6). Darn and mend each week. Make or knit a garment and send to a miner's child. (An address can be had from Ambleside.) *Woolcraft*, Book 9 (Patons & Baldwin, 6d.), may be used.

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The Cambridge University School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. For particulars write to the Director, Parents' Union School, Ambleside, and see subjects marked.*

Teachers who are sending in candidates for the Cambridge Certificate Examination are asked to communicate with the Director as some modifications in the work are sometimes necessary.

N.B. 1.— In home schoolrooms, Forms VI. and V. *may work together* in all history and literature subjects.

N.B. 2.— For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.)

N.B. 3.— In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.— Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. *One copy of the other books is sufficient.* The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.— Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review.*

N.B. 6.— Members are asked to remember that an average pupil should cover the whole programme suitable for his age ; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires *(not less)* single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). P.U.S. hatbands, ties, belts, badges and blazers obtainable at various prices. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(*Address*: The Director, Parents' Union School, Ambleside.)

Motto: *"I am, I can, I ought, I will."*

FORMS VI. & V.

PUPILS' NAMES ....

....

Scripture.

VI. & V. 1. What thoughts may we gather from the Fourth and Fifth Books of Psalms upon (*a*), God as King and Creator, (*b*), God as the Shepherd of His people, (*c*), God as Judge? Quote from the Psalms in illustration.

2. State briefly the occasion and purpose of St. Paul's Epistle to the Romans. By what arguments does the apostle illustrate (*a*), the inadequacy of the Law to free a man from the power of sin, (*b*), the "new righteousness in Christ"?

3. Summarise the chief events of our Lord's first ministry (in Judaea), and trace the gradual steps by which our Lord led the Samaritan woman to the supreme revelation of God in "I that speak unto thee am He."

Composition (This subject is also considered under Literature).

VI. & V. 1. Some verses (*a*), to the heroes of the Great War, *or,* (*b*), upon "thoughts on Christmas Eve, 1929."

2. A "Third Leader" to *The Times* on one of the following subjects,—(*a*), "The education of the African" (Aggrey); (*b*), "That whereby men live" (Tolstoy); (*c*), Some great citizens of the Victorian era (Blore).

or, 2. (VI. only). Some thoughts on (i.) "The power of God and the problem of evil" (Quick); (ii.) "The realm of mind and spirit cannot be governed by natural law" (Eddington); (iii.) The hope and dangers of democracy with regard to present-day problems (Gore).

English Grammar.
VI. & V. 1. Analyse, parsing the words in italics,—

"If there were *dreams* to sell,
What would you *buy*?
Some cost a passing bell;
Some a light *sigh*,
That shakes from Life's fresh crown
Only a *rose-leaf* down."

VI. 2. Write notes on the Sonnet form. What differences of form do we find in the sonnets of (*a*), Shakespeare, (*b*), Milton, (*c*), Wordsworth? (Use an anthology for quotations.)

3. "'What Is' transcends 'What Knows.'" Discuss this statement in relation to (*a*), reading to children, *or*, (*b*), reading for examinations.

V. 2. Write shortly on two of the following faults in Diction, showing how they can be avoided,—(*a*), fine writing, (*b*), tautology, (*c*), ambiguity.

3. Write a short essay on "The Elements of Style" according to "R. L. S."

Literature. (Only three questions should be answered.)
VI. & V. 1. Discuss the plot of *The Alcestis*, describing in detail the scene between Admetus and Pheres.

VI. 2. Write a despatch as from an Erewhonian ambassador in London reporting on (*a*), a session at a court of justice, (*b*), a visit to an aeroplane factory.

3. Give an outline of the life of Browning, connecting it with such poems of his as you know.

4. "Paracelsus attains." Trace the argument in this section of the poem, quoting lines where you can.

5. Mention the three characters that interested you most in (*a*), *Diana of the Crossways*, (*b*), *Pendennis*. Discuss one from each novel in detail.

6. "It is said that Virgil more than any other . . . . supplied the spiritual force for the new Italy" of his time. Discuss and illustrate.

V. 2.
"Life . . . is a tale
Told by an idiot, full of sound and fury,
Signifying nothing,"

Show how Macbeth sums up in these words his tale of a will-less life. Contrast his view of life with that of Lady Macbeth. Quote where you can.

3. Give a résumé of one of the following poems by Browning, quoting lines where you can,—*Saul, Abt Vogler, By the Fireside, An Epistle, Christmas Eve*.

4. "His heart indeed is alive with a trembling adoration, but there is no temple in his understanding." Explain and discuss these words of Carlyle about Burns.

5. It has been said about Sir Walter Scott that "he was the most loveable soul that ever lived." Justify this from your reading of his life.

6. (*a*) A scene for acting from either *Evan Harrington*, *or*, *The Newcomes*; *or*, (*b*), "Mrs. Mel" and "Mrs. Pendennis" meet and talk.

English History.
VI. 1. Show briefly that a knowledge of American history is essential to an understanding of the neutral attitude of the United States during the first three years of the Great War.

2. Trace the steps in social and economic legislation which led to the New Reform Bill. Discuss the far-reaching effects of this bill to the present day.

V. 1. What were the outstanding events in British domestic history in the years immediately preceding the Great War? Dates.

2. Trace briefly the relations between Great Britain and Afghanistan from 1880 onwards (including recent events).

General History.
VI. 1. Illustrate briefly the manner in which Rome discharged her mission of government in Spain, Gaul and Britain.

2. Sketch briefly the development of German World Policy up to 1914. Dates.

3. Give the outline of what President Wilson declared to be "the programme of the world's peace." Show in what respects it has been the basis for world policy since the Great War.

V. 1. Show why the Age of the Tyrants was one of the great epochs of the world's history. Dates.

2. Write notes of the great events of the Great War on (*a*), the Eastern Front, *or*, (*b*), the Western Front. Dates and map.

3. Give some account of the new experiments in government which developed in Europe and in England as a consequence of the World War.

Every-Day Morals and Economics.
VI. 1. Gather together some of the impressions of Socrates and his teaching that have reached you from reading *The Apology*.

2. Discuss (*a*), the dictum that "those . . . nations have been most successful which have most completely absorbed into their political institutions the social institutions of their earlier history"; *or*, (*b*), the place of commerce and craftsmanship in social evolution.

V. 1. Write upon (a), the instruction of conscience, (b), the rulings of conscience as regards friendship, giving examples from your reading.

2. Write an essay upon the gospel of work as given by Mr. Ruskin.

Geography.

VI. 1. Give a rough sketch map of Britain, marking the chief centres of Roman occupation. Describe one that you have visited. Drawings.

2. Write an essay on "The charm of Japan."

3. Explain the influence on topography of two of the following,—(a), tectonic movements, (b), volcanic action, or, (c), erosion by rivers. Give local illustrations and diagrams.

V. 1. Give an account of the three natural divisions of the Canadian belt of habitable country, and trace their development in the last hundred years.

2. Describe "a vision of the Ice Age" in the Alps, giving a sketch map.

3. Explain (a), Darwin's, (b), Sir John Murray's theory of the formation of coral islands, giving diagrams.

4. Show with a diagram how a surveyor makes a map of a village.

General Science.

VI. 1. Discuss briefly the reasons for the Darwin-Wallace celebration of 1908, indicating the names of others associated with the new biological thought.

2. Show how (a), the relative value of £1 sterling illustrates the difference in the outlook of physics before and after Einstein's principle of relativity, (b), external events may be located in a frame of space and time.

V. 1. Show that we have experimental proof that light is due to electrons revolving round atoms.

2. Give some account of the rocks and fossils of the Silurian system. Drawings.

or, 2. What is understood by specific gravity? Explain how the specific gravity of (a), liquids, (b), solids, is found.

Biology and Botany.

VI. 1. Discuss the nature of the struggle for existence in the animal world.

2. Give some account of the various functions of the skin.

V. 1. What is understood by photosynthesis? Draw up a table contrasting the processes of photosynthesis and of respiration.

2, Describe, from your own observations, the distribution of vegetation in (a), a pond, or, (b), a moor, or, (c), an oak wood.

or, 2. (2nd year.) Give a brief summary (with notes) of the various forms of plant life present on the earth.

Astronomy.

VI. 1. Give some account of the causes of variability in stars.

2. Explain how the spectroscope interprets " the language of stars."

V. 1. Show how the survey of our earth is accomplished, its dimensions measured, and its weight determined.

2. Write an essay on Mars.

French. (All answers in French.)

VI. & V. 1. Write notes, giving examples, on the following,—(a), agreement of relative pronouns ; (b), the use of the conditional ; (c), prepositions.

VI. 2. A résumé of (a), Le Gendre de M. Poirier, or, (b), the last scene from Ruy Blas.

3. Write a short sketch of the character and career of M. Clemenceau.

V. 2. Write (a), an essay on "Le Petit Chose et ses Elèves," or, (b), a résumé of Le Gendre de M. Poirier.

3. (a), Write from dictation, Le Petit Chose, p. 5, "Pour ma part . . . surnom de Rouget," or, (b), an essay on "The return of the French troops from the Rhine."

Latin.

VI. 1. Write and translate sentences to illustrate,—(1) The Impersonal Passive. (2) The Jussive Subjunctive. (3) A Purpose sentence.

2. (a) Horace Odes I., Translate XXXI., lines 1-8 (" Quid . . . amnis"), and 15-20 (" Me pascant . . . carentem.") (b) Scan the first four lines, or, parse each word in the sentence beginning " Me pascant."

V. (First Year.)

1. Write and translate Latin sentences to illustrate the following,—(1) Accusative and infinitive construction. (2) The use of " alius " and " alter." (3) Accusative of extent of time and space.

2. (a) Translate Limen, Ex. LIV.(b), from " Ubi oppidum " to " obtruncavit."

3. (b) Read again the Latin of the passage translated then write a narration in Latin.

V. (Second Year.)

1. See VI. 1 above.

2. (a) Translate Limen, page 185, Ex. CX.(a), from " De vita " to " moribus Romanis."

3. See V. 3 (b) above.

V. (Both years.) 4. (a) Translate Æneid VII., lines 162-172 (" Ante urbem . . . . parentum." (b) Parse " subibant " and " currus."

German.

VI. & V. 1. Write, in German, a description of, VI., "Der Frido-linustag" (*Der Trompeter von Säkkingen*); V., " Elizabeth und Reinhard im Walde" (*Immensee*).

2. Translate into German, VI., *On the Art of Reading*. page 90, " When I was a child . . . pleasure." V., *The Art of Writing*, page 141, " I was walking . . . isolation."

VI. 3. Illustrate in sentences (*a*), the four English tenses for which the German present does duty ; (*b*), the use of the German Imperfect and Perfect Indicative.

V. 3. Use. in sentences, the prepositions,—*unter, unweit, neben, während, ausserhalb.*

or, **Italian**.

VI. & V. 1. Translate into English and retranslate into Italian page 129 (Clark), " La Giovinezza."

2. Translate into Italian Exercise B 1, page 120, sentences 1-8.

3. Write, in Italian, (*a*), a story from *Cuore, or*, (*b*), the substance of a short poem you have read.

Arithmetic

(First Year.)

1. How much stock at $93\frac{5}{8}$ can be bought for £7500, brokerage 2/6 per cent. ?

2. Divide £2 : 4 : 3 between A, B and C so that A's share is to B's as 3 is to 4 and B's to C's as 5 to 6.

3. A puts £300 into a business and after 2 months B puts in £400. After 6 months each puts in £200. At the end of the year how would they share a profit of £75 ?

(Second Year.)

1. If a person sells £1500 of $3\frac{1}{2}\%$ stock at $80\frac{1}{2}$ and invests in 4% stock at 90, by how much is his income increased ?

2. A sum of £5 : 12 : 0 is in half-crowns, shillings and sixpences. How many coins of each kind were there, if the numbers were proportional respectively to 3, 5 and 7 ?

3. A and B working together do twice as much as C alone. A alone would finish the work in 18 days, B and C together in 6 days. How long would B take to do it alone ?

Geometry.

(First and Second Years.)

1. Prove that if two chords of a circle intersect at a point within the circle the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

(First Year.)

2. If the vertical angle of a triangle is bisected internally, prove that it divides the base in the ratio of the sides.

3. Given that $a : b = x : y$ prove that $a+x : x = b+y : y$.

(Second year.)

2. Prove that the area of similar triangles are proportional to the squares on corresponding sides.

3. The three medians of a triangle ABC intersect at G ; prove that $AB^2 + BC^2 + CA^2 = 3(AG^2 + BG^2 + CG^2)$.

or, 3. (Trigonometry.) A triangle has sides 3 in., 4in. and 2·5 in. Calculate the size of each angle.

Algebra.

(First Year.)

1. Solve the equation : $\dfrac{2x}{x-1} + \dfrac{2x-8}{x-3} = \dfrac{x}{x-2} + \dfrac{3x-14}{x-4}$

2. Plot the graph of $y = x^2$ for values of x between -3 and $+3$; read off approximate values of $(-2·4)^2$ and $(1·2)^2$.

3. Solve by completing the square $x + \dfrac{7}{3} - \dfrac{2}{x} = 0$.

(Second Year.)

1. To 4 significant figures find the value of : $\sqrt{\dfrac{·347 \times 8·02}{·0156}}$

2. Draw the graph of $y = 2^x$ and from it find approximately $\log_2 9$.

3. If y is equal to the sum of two quantities, one of which varies directly as x and the other inversely as x, and if $y = 3$ when $x = 4$, and $y = 5$ when $x = 6$, find the value of y when $x = 2$.

Art Studies.

VI. 1. Show that " to fully understand and appreciate the the genius of individual artists one must never leave out of account their relation to their time and its influences." (Walter Crane.)

2. Describe, with a rough sketch of its composition, " Christ in the house of Martha and Mary," by Vermeer.

or, 2. Make a list of six pictures by Botticelli that you have studied and describe one of them fully.

3. A short essay on Egyptian architecture and its characteristic features. Drawings.

V. 1 and 2 (above).

or, 2. Give some account of the work of (*a*), Reynolds, (*b*), Turner, describing in detail one picture by each that you have studied.

3. An essay on Architecture to-day in America and Great Britain, with special reference to any buildings you have seen.

Painting: Drawing.

1. A design for a book cover from one of the following forms,—(a), an oak leaf rosette, honeysuckle, rose, birch tree, rabbits, sycamore seeds, gulls in flight.
2. A motto in beautiful lettering.

Musical Appreciation.

Write fully on two of the compositions of Bach you have studied this term.

Reading. *

Father to choose an unseen (a), essay, (b), poem.

Music. *

Parents to report upon practical examination.

Singing. *

Father to choose an English, a French, and an Italian song.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, December 9th. Papers to be posted on Saturday, 14th, *with no other enclosure.* Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (✱) to be marked on the *Parents' or Teacher's Report* according to Regulations. and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form *(a),* how the pupil has worked during the term ; *(b),* if there has been any handicap on account of illness during the term ; *(c),* the reason for the omission of subjects in the examination.